### Language Learning Component

of the Program of Studies for Elementary Schools

February 1991

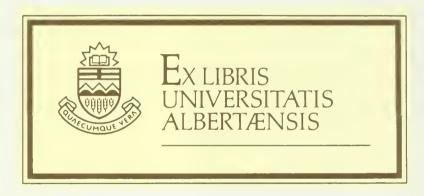
A DRAFT FOR REVIEW AND RESPONSE

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**CURRICULUM BRANCH** 







### LANGUAGE LEARNING

### A. RATIONALE AND PHILOSOPHY

Language is an integral part of learning, both in and out of school. As students use language to recall, describe and interpret their learning experiences, they develop additional language skills and discover new uses for the skills they already have. In the process, they learn about how language works in their learning and in their lives. These complex relationships are at the core of students' language learning.

In addition to the role it plays in students' learning and personal development, language is integral to our cultural identity. Embedded in the social uses of language is a heritage of meaning which provides the basis for shared understandings and values. Because of their cultural background, the abilities of some students to use language to learn may be complicated by a need to also understand the cultural meanings inherent in language.

Language learning takes place within and across content areas, as students use language to think and learn. This component of the elementary program of studies sets out expectations for the language learning of students as they proceed through school. As a result of their educational experiences, students develop increasing expertise and sophistication in the knowledge, skills and attitudes essential to language learning. Thus, the language learning expectations focus directly on what students are able and willing to do with language itself.

Throughout elementary school, students are expected to use language to learn. Informed

teaching decisions ensure that these expectations are attained. Teachers organize instruction and shape the learning environment, which directly influences the course of students' language learning.

The language learning component of the program of studies is built around a set of fundamental principles. These principles relate to the multiple dimensions of students' growth as language learners and to the conditions that support this growth. Teaching decisions are guided by these fundamental principles as well as an understanding of the general and specific learner expectations set out in this document.

Learning and language growth are closely interwoven.

- Students begin school with a functional knowledge of language.
- The learner's experience and motivation play important roles in language learning.
- Learning experiences and situations that challenge the learner are essential to language development.
- Language learning is a lifelong enterprise and, in school, it is initiated, applied, reinforced and extended in all subject areas.
- In language learning, the processes of listening, speaking, reading and writing are interrelated and mutually supportive.
- In their response to literature, learners develop and extend their ability to think imaginatively.

### Meaning is central to language learning.

- Students' motivation for language learning comes from their need to make sense of the world and to express their understanding of it.
- Language skills and strategies develop when learners attempt to communicate meaning and try to understand the meaning of others.
- The ability to monitor and correct misunderstanding is essential to independent language learning.
- Through literature, students learn about themselves and their lives and develop empathetic understanding of other people's lives and cultures.

### Language learning builds on what learners already know about and can do with language.

- Language develops as learners use it to connect experiences and ideas.
- Language learning is reinforced and extended through practical application.
- Learners develop language competence at individual rates, which are influenced by the guidance and direction provided by teachers and significant others.

### Language is learned from demonstrations of language in use.

- In the early years, literacy development is enhanced through listening to, reading and talking about stories.
- Experience with a wide range of fiction and non-fiction demonstrates to students the power of language to transmit thought, emotion and experience.
- Practical understanding of the conventions of language develops through implicit and explicit demonstrations.

### Language is learned in supportive environments.

- Learning environments characterized by mutual trust and respect encourage learners to explore and experiment with new dimensions of language use.
- Independent language learning is facilitated when learners are encouraged to write and talk about their ideas and opinions.
- Students acquire language skills and strategies more readily when they are encouraged to assume responsibility for their own learning.

### Language learning is enhanced through interaction.

- Talking and writing provide opportunities for learners to test and affirm their understanding and to gain insight into the thinking of others.
- Feedback through talk enriches reading and writing abilities.
- As learners become sensitive to language purposes and audiences, they recognize the need for clarity and precision in the language they use to communicate.
- Through literature, learners vicariously experience the breadth and depth of human experience and thought.

### In and of itself, language can be a source of satisfaction and delight.

- In addition to the meanings it conveys, language, with its constituent sounds, rhythms and cadences, has the power to enrich lives and cultures.
- Language learning is enriched by exposure to a range of accents, dialects and forms of expression.

### B. GENERAL LEARNER EXPECTATION

The general expectation for students' language learning is that:

Students will demonstrate increasing confidence and competence in their abilities to use language to explore, construct and communicate meaning.

This general learner expectation provides the focus for students' language learning in the elementary years. It encompasses the following critical dimensions of students' language learning.

 Language learning is demonstrated by students using language.

In the elementary years, language learning centres on students' ability to use language, not on learning about language. By using language to get things done, students grow in their knowledge and appreciation of how language works in their learning and their lives. The specific learner expectations indicate the forms and range of language uses that students are expected to demonstrate.

• Students are expected to develop increasing confidence in their ability to use language.

Students need to develop and retain those attitudes and dispositions essential to language learning. This means that at all stages of learning, students must be willing to try new vocabulary and language structures as they come to grips with new ideas and experiences. Confidence and competence are essential aspects of students' ability to use language independently.

 Students are expected to develop increasing competence in their ability to use language.

As students progress through elementary school, they must grow in their abilities to use language skilfully, purposefully and fluently. Not only do students need to expand their repertoires of language skills and strategies, they must be able to apply these skills and strategies in a variety of settings and situations. The specific learner expectations demonstrate the continuum of growth in students' language competence. The specific expectations also illustrate the important notion that once students have attained independence in a particular skill. they need to retain and strengthen these abilities throughout their elementary school experiences.

 Students are expected to develop language abilities that will help them explore new ideas and experiences.

In school, combining the personal and exploratory functions of language is essential to learning. This facet of the general learner expectation reflects the key role that curiosity and inquiry play in learning. It embraces the idea that students need to use language to predict, project, speculate, hypothesize, imagine and question. It also includes their need to understand how ideas and information can be formed through language, so that they may better construct meaning in their reading, writing and talking.

 Students are expected to develop the knowledge, skills and attitudes needed to construct meaning in their reading, writing and talking.

As they learn, students use language to think. This dimension of the general learner expectation stresses the integration of language and thinking. Students use language to make connections between what they know and what they are trying to learn, to analyze and synthesize information and ideas, to monitor their evolving understanding, to evaluate their learning and to reflect on its significance.

 Students are expected to develop the knowledge, skills and attitudes needed for effective communication.

Students need to develop control over all aspects of written and oral communication. This aspect of the general learner expectation stresses that students need to coherently organize and precisely express their ideas. Effective communication also requires an awareness of audience and purpose in language use, and, consequently, an understanding of how language conventions facilitate communication.

• Students' language learning focuses on meaning.

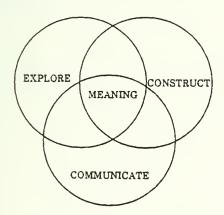
As they attempt to make sense of their learning experiences, students use language to explore, construct and communicate ideas and information. The learning process, through its focus on meaning, enlarges the possibilities for the natural integration of all modes and strands of language. These connections are essential to effective and efficient language learning.

### C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations detail the knowledge, skills, strategies, attitudes and dispositions that make up students' language learning in the elementary years. Because of the nature of language learning, these expectations vary in their degree of specificity; however, each one is stated in such a way that teachers should be able to use a wide variety of learning activities and instructional and assessment techniques, depending on their teaching style and the particular needs of their students.

### ORGANIZATION OF THE SPECIFIC LEARNER EXPECTATIONS

The role of language in exploring, constructing and communicating meaning (reflected in the general learner expectation) provides a framework for the specific learner expectations. Because these functions are interrelated, teachers are encouraged to view them as part of a continuous, connected process. Thus, even though instruction may focus on a particular language skill or concept in any learning sequence, all of these functions may be operating in the students' learning. For the purposes of the program this relationship is shown by the following model.



### THE CONTINUUM OF LANGUAGE LEARNING

The specific learner expectations are set out as a continuum in order to reflect the developmental nature of language learning. The continuum is divided into zones or grades, each of which identifies a level of language learning beyond the previous one.

Because students differ from each other in their pace of learning or development along the continuum, the level or "grade" is considered independent of age or the amount of time spent in school Thus, grade is used in this document to describe the status of a student's language learning not the student's year in school. The continuum format is intended to assist teachers as they identify the status of their students' language learning and, subsequently, make decisions about what comes next in their students' language development.

### READING THE SPECIFIC LEARNER EXPECTATIONS

Connecting the Specific Learner Expectations to the General Learner Expectation

The specific learner expectations are organized into three sections:



**EXPLORING** 



CONSTRUCTING



COMMUNICATING

Each of these sections is further divided into a series of concepts. These concepts are intended to serve as bridges for teachers as they connect the specific learner expectations to the general learner expectation.

### Attitudes and Dispositions

Specific learner expectations related to the development of attitudes or dispositions are highlighted by shading and are introduced by the statement "Students are willing to...".

### Knowledge, Skills and Strategies

Specific learner expectations related to the development of knowledge, skills or strategies are not shaded and are introduced by the statement "Students are able to ...".

# LANGUAGE LEARNING (ECS-GRADE 6) Specific Learner Expectations

### SEXPLORING

ECS
 GRADE 4 GRADE 5
GRADE 6

Concept A: Language learning builds on positive dispositions toward shared talking, reading and writing.

Students are willing to:

- engage in reading and writing behaviours, independently read and write and discuss what they have read and written.
- stories or poems. identify or share favourite books, choose or identify favourite authors, themes, topics or genres and talk about their choices.

A.2

- writers. read, listen to and talk about literature, which through its content, style or form, challenges them to grow as readers and
- Concept B: Prediction and questioning are key elements of language learning.

Students are willing to:

B.1

- predict what predict events or possible outcomes in stories using text might happen or visual clues (such as titles or pictures).

  next in a story.
  - predict the probable content or events in a variety of fiction and non-fiction texts using a variety of clues.
- B.2 ask questions when they don't understand what they are discussing or reading.
- ask questions designed to extend or further explore their understanding of the concepts or ideas they are discussing or reading.



Concept C: Identifying and setting a purpose serves to focus reading, writing and talking experiences.

Students are able to:

C.1 listen to stories for enjoyment and information.

recognize that the purpose for reading or listening (pleasure, information or ideas) influences the strategy used.

C.2 contribute to the development of questions to guide their reading or discussion.

develop plans or pose questions to organize their investigation of new information or ideas.

select and write on topics of personal interest.

C.3

select and write on topics of interest to themselves and

ECS GRADE 1 **GRADE 2** GRADE 3 GRADE 4 **GRADE 5** GRADE 6

	ECS	S EXPLORING
1 1 1 1 1 1	GRADE 1	
	GRADE 2	
	GRADE 3	
	GRADE 4	
11 11 11 11 11 11 11 11 11 11 11 11 11	GRADE 5	
	GRADE 6	

Concept D: Knowing how ideas and information can be organized and presented contributes to the enhanced understanding and communication of ideas.

### Students are able to:

D.4	D.3	D.2	D.1
use knowledge of use titles, tables of cont book elements as readers and writers. (title, headings, author, page,	recognize the concept of "story."	recognize that stories have openings, events and conclusions.	distinguish between different types of imaginative literature (picture books, stories, fairy stories, rhyme).
use titles, tables of contents and headings to assist them as readers and writers.	recognize the key features of a well- formed story (setting, problem, character response and resolution).  identify the differences/similarities between news reports and stories.	distinguish between non-fiction and fiction by identifying the characteristics of stories, poetry, plays, reports or articles.	
use text features such as table of contents, chapter headings, index, glossary and bibliography to assist them as readers and writers.	recognize how information is organized and structured in books, news reports and articles.	recognize how, in extended narratives, the plot is built around the internal and external responses of the main character(s) to the problem or situation.	recognize the characteristics of specific genres encountered in their reading and listening (e.g, biography, autobiography, historical fiction, science fiction, myth and poetry).

use typographical features such as italics, bold face and indentation to assist

D.5

them as readers. etc.) to assist

**D**.6

arrange a personal dictionary alphabetically. dictionaries or to locate use guide words them as readers and writers. information in use guide words to locate information in dictionaries, encyclopedias or thesauri.

thesauri.

reading materials. use a library's file system(s) to identify and locate research sources and/or leisure

Students are able to:

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eading (pict
of their r
nake sense
print to n
ction with
in conjunc
use visual cues i
E.1

2.2	use their knowledge of and experience with stories and other texts (semantic or meaning cues) as a strategy for predicting and identifying
	words and phrases in their reading and listening.

use their knowledge of and experience with the structures and patterns in oral and written language (syntactic cues) to predict and identify words and phrases in their reading and listening. 豆.3

E.4	use their	apply knowledge of the relationship
	experience with	between sounds and symbols
	text features	(graphophonic generalizations) as a
	such as "sound,"	strategy for identifying and
	"letter" and	predicting words in their reading.
	"word" to assist	
	them as readers.	

make predictable associations between letters and sounds as a strategy for identifying unfamiliar words and phrases.

E.5

E.6

E.7

marks and punctuation in dialogue, attend to punctuation cues in their sentences and series, quotation reading (commas in compound (capitalization and end punctuation) to assist their comprehension. use sentence markers

(capitalization and end punctuation)

to assist their comprehension.

use word analysis strategies to help them identify the meanings of common compounds and root words.

reading (commas in compound sand series, quotation marks and punctuation in dialogue, and periods in abbreviations).

use word analysis strategies to help them recognize and understand new words (identifying root words and affixes in common multisyllabic words).

attend to punctuation cues in their reading (semicolons, quotation marks for quotes and titles).

use word analysis strategies to help them recognize and understand new words by identifying the meanings of prefixes that have consistent meaning (re., non., un- and pre.).

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		1 CRADE 1	TOTAL	
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## © CONSTRUCTING

GRADE 1 GRADE 2 GRADE 3 GRADE 4 GRADE 5 GRADE 6	In the initial stages of constructing meaning, the demands of language conventions may be temporarily overlooked in order to focus on ideas.	try a variety of means to record, share and reflect on personal learning growth (diaries, journals, learning logs, etc.).	experiment with words and sentence structures in their achieve particular effects.  writing.	concentrate on the creation and expression of ideas in their initial writing drafts.	adapt, change or rearrange ideas in response to feedhack received during initial writing drafts.	use approximate or temporary spellings to keep ideas flowing in their preliminary writing drafts.
GR	the initial ventions	try a va	experim writing.	concen	adapt,	useap
ECS	Concept F: In the in conventi		experiment with pictures, symbols, letters, words or phrases as a means of representing their ideas or experiences.			
)		F.1	F.2	F.3	F.4	F.5

The ability to make associations and connections is essential to the understanding and communication of meaning. Concept G:

Students are able to:

connotations beyond their literal recognize that words often carry recognize the meanings of words encountered in their reading and listening. recognize that the meaning of many words depends on the context in which **G**.2 G.1

and writing: simile and hyperbole language in their reading, talking use and understand figurative meaning. (exaggeration for effect). use and understand literary devices in their reading, talking and writing: onomatopoeia (words imitating sounds) and alliteration. they are used.

**G.3** 

figurative language

in their reading,

use and understand

talking and writing:

personification and synecdoche (a part

metaphor,

is used for the

recognize that visual images (pictures or scenes) can be formed in response to a listening, reading or writing experience. **G.4** 

recognize that idiomatic or colloquial uses of language affect meaning. idioms encountered in their reading recognize the meanings of common and listening. **G.5** 

understand that the English language is constantly changing and adapting. GRADE 6 GRADE 5 GRADE 4 expressions borrowed from other recognize English words and cultures or languages. GRADE3 GRADE 2 GRADE 1 ECS G.6

Language Learning C.9 (Revised 1991)

## @ CONSTRUCTING

)							
	i !	GRADE 1	GRADE 2	GRADE3	GRADE 4	GRADE 5	GRADE 6
	Concept H: The ability to think analytically is necessary for critical reading, listening and writing.	The ability to think analytica for critical reading, listening	ytically is necessar ning and writing.	λ			
	Students are able to:						
H.1	discriminate what is real from what is make-believe.	al from what is ma	ake-believe.	categorize ideas as fact, fiction or opinion.	ct, fiction or	distinguish fact from opinion and relevant from irrelevant information.	n opinion and vant information.
H.2					determine the point of view presented by a speaker or writer.	t of view aker or writer.	recognize how point of view (their own and a speaker's or writer's) influences communication.
H.3					determine a writer's or speaker's purpose.	's or speaker's	identify a writer's or speaker's underlying theme.
H.4				recognize stereotypical characters.	cal characters.	detect bias, prejudio	detect bias, prejudice and stereotyping.

detect common advertising techniques (appeals to emotion, "bandwagonning", testimonials, etc.).

H.5

echniques ers to creation, unders y.	determine feelings or attitudes determine the mood presented by a writer or speaker. developed by a speaker or writer. speaker or writer. recognize how writers or speakers provide information	e how writer s to indicate this strateg)	writing. recognize explicit relationships recognize explicit and infer implicit relationships between between events and characters in a events characters and ideas in both fiction and non-fiction.	differentiate between main and identify change or growth in fictional characters supporting characters.	sed by authors to devel I insight into character others say about them)	GRADE 2 GRADE 3 GRADE 4 GRADE 5 GRADE 6
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Students are able to:

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GRADE 2 GRADE 3 GRADE 4 GRADE 5 GRADE 6	the understanding		in ideas from a reading or differentiate between important ideas and supporting details in their reading and listening.	classify or categorize information and ideas, using strategies such as mind-mapping , webbing and clustering.	summarize ideas and information summarize or paraphrase information and ideas on a related to a particular topic.	r topic. focus their writing on the important related to a topic. ideas related to a topic. related to topics, themes or concepts and provide support for the ideas.	relate what they know to new information and ideas to relate what they know to new draw conclusions.
GRADE1	The ability to synthesize is necessary to and retention of ideas and information.	;0;	retell the key details or main ideas from a reading or listening experience.	classify or categorize inforr	summ relate	organize their talk or writing around a particular topic.	relate draw c
ECS		Students are able to:	retell what a book or story is about.			organize their talk	
			I:1	I.2	I.3	I.4	I.5

Concept J: Learning is enhanced when learners assume responsibility for checking their growing understanding.

Students are able to:

J.1

revise their initial writing drafts by adding to or expanding on ideas or information.

elaboration, addition or substitution of ideas or information, or by deletion of revise their initial writing drafts by redundant or irrelevant ideas.

use their knowledge of semantics, syntactics or graphophonics to check their initial predictions relating to words, sentences (text) or content. Revise predictions or make new ones based on this process.

recognize when reading or listening does not make sense.

J.3

reading or listening and use strategies such as re-reading or review summaries identify difficulties with content, sentence structure or vocabulary in their to overcome them.

ECS GRADE 1 G	RADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6

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Language Learning C.13

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5 GRADE 6			r effectiveness in	tation, both oral and ria (content, developm	rs by singling out effe ganization or content	es and provide suppor	ered in literature by ences.	
GRADE 4 GRADE 5			develop criteria for assessing their effectiveness in presenting ideas or information.	judge the effectiveness of a presentation, both oral and written, according to a set of criteria (content, development, style, etc.).	respond to the writing of their peers by singling out effective elements of style, development, organization or content.	reflect on their own writing in terms of language choices and provide support for why they were chosen.	assess the plausibility of ideas and situations encountered in literature by comparing and contrasting them with personal experiences.	
GRADE3	vhen they reflect es.		their writing or	ers, authors).	their peers by pointing out content and language used.	reflect on their own wr why they were chosen.	assess the plausibi comparing and cor	
GRADE 2	spendent learners who learning experiences.		reflect on how they presented ideas in their writing or speaking.	as or information (pee	riting of their peers by bout the content and ]	reflect on their own writing in terms of favourite words, phrases or sentences used.	acountered in their	
GRADE 1	Students grow as independent learners when they reflect on and evaluate their learning experiences.	able to:	reflect on how the speaking.	respond to how well others present ideas or information (peers, authors).	respond to the writing of what they like about the	reflect on their own writing in of favourite words, phrases or sentences used.	relate personal experiences to those encounter reading, listening and viewing.	
ECS	Concept K:	Students are able to:		respond to ho			relate person reading, liste	
1			K.1	K.2	K.3	K.4	K.5	

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	ECS		GRADE 1	GRADE 2	GRADE3	GRADE 4	GRADE5	GRADE 6
	Concept L:	Confi is esse	dence in the ability ential to the develor	Confidence in the ability to express ideas or viewpoints is essential to the development of communication skills.	viewpoints ation skills.			
	Students are willing to:	villing	to:					
3	contribute ide	as and	contribute ideas and opinions to a discussion.		express personal or differing viewpoints in a discussion.	r differing cussion.	express personal viewpoints that may be contrary to popular or accepted opinion.	ewpoints that may lar or accepted
L.2	share personal	l respo	nses and interpretati	share personal responses and interpretations of what they hear or read.	or read.	Saut Group Fron		
Ľ.3	indicate enjoyr	ment a	nd appreciations of tl	indicate enjoyment and appreciations of the sounds, rhythms and subtleties of language in use.	nd subtleties of lan	guage in use.		
1.7			celebrate the development of their id their writing for familiar audiences.	celebrate the development of their ideas by publishing their writing for familiar audiences.	y publishing	celebrate the o	celebrate the development of their ideas by publishing their writing for a variety of known and unknown audiences.	by publishing their own audiences.
L.5			present the findings audience.	of personal research	using formats and	techniques that	present the findings of personal research using formats and techniques that reflect their purpose and the needs of their audience.	he needs of their

# Concept M: Effective communication often depends on coherent organization and precise expression of ideas.

Students are able to:

focus their writing and speaking on a topic or theme by connecting introduction, development and conclusion.	
introduce and elaborate on an idea in their writing and speaking.	
M.1	

link ideas using techniques appropriate	to their purpose (compare/contrast,)		
link ideas in their writing and	speaking by using cause and effect	relationships (because, as a result	of).
link ideas using connectives of time	(then, next, after) or space (by,	next to, around).	

M.2

co-ordinate and subordinate several ideas within	sentences.
co-ordinate or combine similar or parallel ideas within sentences using conjunctions and appropriate	punctuation
use complete sentences marked by capitals, periods, question or exclamation marks to organize	ideas.
organize ideas into units of meaning, which may or may not be marked by capitalization and end punctuation.	

delineate ideas or objects in series or lists using punctuation	cues such as colons and commas.		
use punctuation cues such as	commas in dates and addresses and	periods in abbreviations to assist	their reading.

M.4

M.3

M.5

use a variety of sentence structures (simple, compound and complex) according to their purpose for writing or	speaking.
vary sentence beginnings in their speaking and writing.	

	GRADE 6	
	GRADE 5	
•	GRADE 4	·
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	ECS	

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	ECS		GRADE 1	GRADE 2	GRADE3	GRADE 4	GRADE 5	GRADE
	Students are able to:	le to:						
M.6				produce grammatically correct sentences by making sure that subjects and verbs agree (number and person).	ally correct g sure that gree (number	produce grammatic that they have cons referents.	produce grammatically correct sentences by making sure that they have consistent verb tenses and correct pronoun referents.	ss by making sure nd correct pronoun
M.7				refine and polish word choices when revising or editing, by using strong verbs and nouns.	rd choices when rev ong verbs and noun	rising or 1s.	refine and polish word choices when revising or editing, by eliminating redundant or unnecessary modificat	refine and polish word choices when revising or editing, by eliminating redundant or unnecessary modification.
M.8		a	use speech or dialogue in	gue in their writing.		use paragraphs and quotation marks to indicate new speakers in written dialogue.	l quotation ew speakers in	use paragraphs, quotation marks and correct punctuation in written dialogue.
M.9		.2 5	identify non-standard spellings when editing their written work.	ard spellings written work.	spell frequently used their edited writing.	spell frequently used vocabulary words correctly in their written responses and their edited writing.	correctly in their wr	itten responses and
M.10		H < H	produce recognizable spellings of words commonly found in their reading and used in their writing	ole spellings of ound in their n their writing.	apply a knowledge in their writing.	apply a knowledge of common spelling patterns when attempting to spell words in their writing.	oatterns when attem	pting to spell words

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	ECS	

# **⊕** COMMUNICATING

	ECS	GRADE1	GRADE 2	GRADE3	GKADE 4	GKADE5	GKADE 6
	Concept N:	Communication is enhanced to match the writer's or spea	enhanced when the lan 's or speaker's purpose	I when the language is formed and structured ker's purpose and intended audience.	structured ace.		
	Students are able to:	ble to:					
Z.1		use convention informal lette: thank you's).	use conventional formats for informal letters (invitations and thank you's).	use conventional formats for friendly letters.	mats for	use conventional formats for formal letters such as requests, letters to the editor, complaints.	nats for formal sts, letters to the
N.2				create a table of contents and section headings in a report.	ents and section	create a table of contents, section headings and subheadings and a bibliography in a report.	ents, section dings and a ort.
Z S:	retell a persor familiar audie	retell a personal experience to a familiar audience (as an anecdote).	retell a series of co narrative).	retell a series of connected personal experiences (as a narrative).	riences (as a	retell a personal experience and reflect on its biographical significance (memoir).	rrience and reflect gnificance
X 4.			retell an incident or another participant.	retell an incident or experience from the point of view of another participant.	point of view of	retell an incident or experience from the perspective of those outside the incident.	experience from the outside the incident.
N.5.		nations or instruction	provide explanations or instructions for how to do things (concrete procedures).	ncrete	provide logical explanations concepts, ideas or processes.	provide logical explanations or instructions related to concepts, ideas or processes.	ns related to
N.6		develop a persuasive argument.	develop a persuasi supported.	develop a persuasive argument that is logically supported.	gically	develop a logically supported argument for formal presentation.	apported argument on.

N.7	make requests for information and provide directions a ask for directions.	provide directions and explain rules and guidelines.	
N.8	express opinions or concerns on topics of personal interest.	provide support for the expression of opinions on topics within their immediate experience.	provide support for opinions on topics, ideas or themes that are of interest to a general audience.
K.9	tell or compose stories that show an understanding of story structure by establishing an opening, events and conclusion.	compose stories that contain elements of story structure (setting, problem/conflict, response(s) of the main character(s), resolution or conclusion).	compose stories that contain elements of story structure (setting, problem/conflict, internal/external response(s) of the main character(s), resolution or conclusion).
N.10		use dialogue in their stories to advance the plot.	use dialogue in their stories to advance the plot and develop character.
N.11	question or respond to others in collaborative learning settings.	:	paraphrase, elaborate or extend the ideas of others in collaborative learning settings.
N.12	suggest alternative ideas relating to the topic or line of thought being developed in collaborative learning situations.	ıt being developed in collaborative learnii	ng situations.

Students are able to:

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